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ABSTRACT

The guide for an American history curriculum is designed to give students insight into their field of study by including material on the development of the machine industry and related industries. It is divided into 18 basic units covering shop history and development, American industrialization, sociological development of man, American politics, communism, ecology, and American development and supremacy. Behavioral objectives for the 18 units are described in a 30-page section and serve to detail the content scope of the units. A section on teaching techniques suggests specific learning activities for each objective in the outline. Evaluation sheets are provided listing every objective in each of the units with a space for indicating student performance in accomplishing the objectives. Progress report sheets for summarizing the evaluation sheets are also included. (MS)

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HISTORY FOR AUTO-MECHANICS AND MACHINE-TRADE STUDENTS

A TEACHERS GUIDE

BEHAVIORAL OBJECTIVES
HISTORICAL RELATIONSHIP WITH
AUTO MECHANICS AND MACHINE TRADES
INDIVIDUALIZED CURRICULUM

CE 004155

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State of New Jersey
Department of Education
Division of Vocational Education

HISTORY FOR AUTO-MECHANICS AND MACHINE-TRADES STUDENTS

A TEACHERS GUIDE

Behavioral Objectives
Historical Relationship With
Auto Mechanics and Machine Trades
Individualized Curriculum

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TO THE INSTRUCTOR

This program has been designed to help prepare students to actively participate in our pluralistic society. It will also provide the students with an insight into their field of study as to the development, or innovations, of the machine industry and related industries.

The curriculum for American History I & II has been divided into eighteen basic mini-courses. These courses may be categorized as the following areas of study.

1. Shop history and development
2. American Industrialization
3. Sociological development of man
4. American politics
5. Communism
6. Ecology
7. American development and supremacy

The booklet has been organized into three sections:

1. Behavioral Objectives
2. Teaching Techniques
3. Evaluation Sheets

Each section covers the same eighteen units.

BEHAVIORAL OBJECTIVES

Unit I - History of the Automobile (for Auto Mechanic students)

A. Student will discuss the development of the automobile from 1863 to 1900.

1. Students will describe the importance of the French in the production of the automobile.

2. Students will describe the contributions of the Germans in the production of the automobile.

3. Students will discuss the contributions of the following in the development of the auto:

a. Charles & Frank Duryea
b. Henry Ford
c. Ransom Olds
d. Alexander Winton
e. Charles King

4. Students will define and discuss the importance of interchangeability in the Auto Industry.

5. Students will define and discuss the importance of mass production in the Auto Industry.

B. Students will compare and contrast the early model cars with present day cars.

1. Students will discuss the following items:

a. Safety
b. Performance
c. Durability

2. Students will discuss the pros and cons of the replacement of the horse by the automobile.

a. Students will cite passages from newspapers and magazines which describe the conflict of horse verses auto.

C. Students will describe the relationship of the auto industry to other types of industry.

1. Students will describe the role of mechanical vehicles to farming.

2. Students will describe the role of transportation in industrial shipment.

3. Students will compare and contrast the different modes of transportation.

a. Students will describe the following items with respect to the different forms of transportation:

(1) Efficiency in cost
(2) Benefits
(3) Drawbacks
(4) Types of items that each would ship and why

4. Students will describe how other industries may be dependent upon the auto industry.

a. Students will cite at least five (5) examples.

D. Students will describe the impact of the auto on our society:

1. On the family structure
2. On economics
3. On the environment and quality of life

a. pollution
b. noise
c. destruction of homes
d. traffic jams

4. On safety
5. On making goods & materials available
6. On crime

Unit I - Machines in Progress (for Machine Shop students)

A. Students will discuss and describe the following types of machines:

1. The tree lathe
   a. Students will discuss the construction and importance of this early lathe.

2. The French screw cutting lathe
   a. Students will discuss the construction, benefits, and drawbacks of this lathe.

3. Standard change gear lathe
   a. Students will discuss the construction and efficiency of this lathe.

4. Students will compare and contrast the standard change gear lathe with the quick change gear lathe.

   a. Students will list and discuss the benefits and drawbacks of each.
   b. Students will describe why a shop may have both lathes or in what type shop would each lathe be found.

B. Students will describe and discuss orally or in writing how files came into existence and how they evolved.

1. Students will discuss how files were made at their conception and how they are made today.
   a. Students will go through the steps necessary to make a modern day file.

C. Students will write a brief paper or orally discuss the conception of the following types of files:

1. Saw files
   a. Students will discuss at least four (4) different types.

2. Machinists' files
   a. Students will describe at least four (4) different types.

3. Rasps
   a. Students will describe at least four (4) different types.

4. Students will compare and contrast Swiss pattern files with American pattern file.

5. Curved tooth files
   a. Students will discuss its purpose.

6. Students will compare and contrast hand filing with lathe filing.

D. Students will define and discuss the following terms:

1. Hardening of steel
2. Tempering
3. Annealing
4. Casehardening
   a. Students will discuss the importance of a machinist's knowledge on the above four areas.

E. Students will define and discuss the following properties of metal:

1. Hardness, brittleness, malleability
2. Ductility, elasticity, fusibility
   a. Students will describe the importance of why steel should have one or more of the above properties.

F. Students will discuss the two classifications of abrasives.

1. Students will give two examples of a natural abrasive.
2. Students will give two examples of an artificial abrasive.
   a. Students will discuss the purpose of each abrasive.

G. Students will discuss the Pittsburgh-Cleveland district as to its importance in machinery production.

1. Students will discuss why the machine industry migrated from the New England area to the Pittsburgh-Cleveland area.

2. Students will describe the principal location factor of the Machine Tool Industry.

H. Students will write a brief paper describing how they would go about selecting different machines that would be used in a shop that they were going to own and manage.

I. Students will discuss the impact of machinery on our society:

1. Economics
2. Parts interchangeability
3. Price structure
4. Mass production
5. Worker unrest in job monotony
6. The future

Unit II - Steel Industry

A. Students will define and discuss pig iron.

1. Students will describe the process involved in the production of pig iron.

2. Students will describe the following terms:
   a. Molds
   b. Pigs or pig iron
   c. Sow

3. Students will describe how pig iron got its name.
4. Students will discuss the properties of pig iron.

B. Students will define and discuss cast iron.

1. Students will describe the process involved in the production of cast iron.
2. Students will list and discuss the uses of cast iron.
3. Students will describe the properties of cast iron.
4. Students will compare and contrast pig iron with cast iron.
5. Students will compare and contrast a blast furnace with a cupola furnace.
6. Students will describe four (4) kinds of cast iron.
   a. Students will include the following in their discussion of each kind of cast iron:
      (1) Cost of production
      (2) Properties of metal
      (3) Uses of each

C. Students will define and discuss wrought iron.

1. Students will describe the process involved in the production of wrought iron.
2. Students will list and discuss the uses of wrought iron.
3. Students will list and discuss the properties of wrought iron.
4. Students will define and discuss a puddling furnace.

D. Students will define and discuss the following steel production methods:

1. Bessemer steel
2. Open-hearth steel
3. Crucible steel
4. Electric Steel

E. Students will discuss the growth of the steel industry.

1. Students will discuss the impact of mass-produced steel on the economy.
2. Students will discuss the impact of mass-produced steel on the quality of life in this country.
3. Students will discuss the historical relationship between labor and the steel industry.
4. Students will discuss the implications of the increased use of substitute materials on steel.

Unit III - Industrial Locations and Materials (for Auto Mechanic students)

A. Students will describe why southern Michigan became the Automotive Giant of the World.

1. Students will discuss the importance of its geographic location.
2. Students will discuss the economic conditions of this region.
3. Students will discuss the availability of natural resources in this area.
4. Students will discuss why heavy industry migrated from the New England area to that of the Pittsburgh-Cleveland area.

B. Students will write a brief paper explaining why different types of steel and other types of metals are needed in the total production of a single car.

1. Students will discuss the uses and advantages that one metal has in comparison to another metal.

C. Students will write a brief paper describing how they would go about selecting different machines that would be used in a shop that they were going to own and manage.
1. Gas station
2. Body shop
3. All around car maintenance

Unit III - Machine Industry (for Machine Shop students)

A. Students will describe how the machine industry has evolved from its conception up to the present day.

1. Students will include the following information:

a. Automation

b. Specialization of industry (of workers)

c. Training for specific jobs within the Machine Industry
(1) Educational requirements

d. Accuracy requirements of jobs
(1) Precision measurement of end products of production

Unit IV - Technological Developments

A. Students will describe the technological development of primitive man up to 1750.

   1. Students will describe how these inventions of primitive man helped in the further developments of technology.
   2. Students will describe why farming was the most important single occupation before 1750.

B. Students will compare and contrast mechanical power before 1760 with the Industrial Revolution, (1760's).

   1. Students will describe the effect that these technological developments had upon the national income of countries such as the United States and England.

C. Students will define and discuss automation.

   1. Students will discuss the possible benefits and/or drawbacks of automation.
   2. Students will discuss the contribution of Del Harder.
   3. Students will define and discuss the following four (4) types of automation assemblies used in industry:

      a. Automatic production systems
      b. Material handling systems
      c. Value control systems
      d. Data processing systems

   4. Students will discuss the importance of cybernetics.

D. Students will describe the effects of increasing mechanization and automation on the total labor force within a few industries.

   1. Students will describe the impact of automation upon the steel industry.
   2. Students will describe the impact of automation upon the appliance industry.

E. Students will compare and contrast the increase or decrease in the numbers of workers in the following types of jobs:

   1. Students will describe the effects of automation upon the white collar worker from 1910-1960.
   2. Students will describe the effects of automation upon the blue collar worker from 1910-1960.
   3. Students will describe how automation influenced the field of services from 1910-1960.
   4. Students will describe the effects of automation upon farmers from 1910-1960.

Unit V - The Birth of a Nation

A. Students will give reasons for the need for colonization.

1. Students will list and discuss the causes of colonization.
   a. Students will list and discuss these causes from the viewpoint of the governments of Europe.
   b. Students will list and discuss these causes from the viewpoint of the citizens of Europe.

2. Students will list and discuss the effects of colonization.
   a. Students will list and discuss these effects upon the government of Europe and the citizens of Europe.
   b. Students will list and discuss these effects upon the citizens of the New World.

3. Students will describe the Mercantile System of Trade.
4. Students will describe the philosophy of Imperialism.
5. Students will compare and contrast Mercantilism and Imperialism.
6. Students will define and describe the importance of a favorable Balance of Trade.

B. Students will compare and contrast colonization of the following:

1. England
   a. Students will point out where England set up her settlements in the New World.
   b. Students will describe the size of English settlements with regard to land mass, population, and topography.
   c. Students will describe the type of work that was carried on in each settlement (specific type of industry and farming).
   d. Students will discuss the relationship of the Colonies to the Mother Country, England.
   e. Students will describe how England profited from the Colonies.

2. France
   a. Students will point out where France set up her settlements in the New World.
   b. Students will describe the size of French settlements with regard to land mass, population, and topography.
   c. Students will describe the type of work that was carried on in the settlements.
   d. Students will discuss the relationshop of the Colonies to the Mother Country, France.
   e. Students will describe how France profited from her colonies.

3. Spain

   a. Students will point out where Spain set up her settlements in the New World.
   b. Students will describe the size of Spanish colonies with regard to land mass, population, and topography.
   c. Students will describe the type of work that was carried on in each settlement (specific type of industry and farming).
   d. Students will discuss the relationship of colonies to the Mother County, Spain.
   e. Students will describe how Spain profited from her colonies.

4. Students will draw a map showing areas of North and South America that were settled by England, France, and Spain.

C. Students will write a brief paper explaining why England was able to force out France and Spain from America.

D. Students will relate the need of colonization with today's need to have allies.

E. Students will explain why and how countries may get involved in wars and conflicts due to colonization or meeting commitments to other countries.

F. Students will draw a map pointing out expansions and dates of expansions of the United States.

G. Students will draw a map that will point out migration of European peoples into the New World.

H. Students will point out where the different religious groups settled within the English Colonies.

Unit VI - Freedom Is Won

A. Students will describe some of the major events which led up to the revolutionary war.

   1. Students will discuss the feelings of the Colonists towards England along with English attitudes towards the Colonists.

B. Students will list and discuss the major events leading up to the Declaration of Independence.

C. Students will be able to interpret the following parts of the Declaration of Independence as to purpose and meaning:

   1. Preamble
   2. New theory of Government

D. Students will describe the major reasons for the creation of the United States Constitution.

   1. Students will list and discuss the two types of Constitutions.
      a. Students will discuss the benefits and drawbacks of each type.
      b. Students will discuss what type of people and governments would favor each type of Constitution.

E. Students will describe the major results of the United States Constitutuon.

   1. Students will point out how the Constitution helps to preserve democracy.

   2. Students will point out how the Constitution helps to shape American ideals and political thoughts.

   3. Students will list and discuss the four fundamental principles of the United States Constitution.

   4. Students will list and discuss the benefits of the United States Constitution.

   5. Students will point out what the United States Constitution provides for its citizens.

Unit VII - The Rise of Democracy

A. Students will list and discuss the three (3) types of colonial governments.

   1. Students will discuss the make up of these governments, the powers of these colonial governments, and their importance.

B. Students will discuss New World ideals and viewpoints in the following areas in reference to democracy:

   1. Students will discuss religious tolerance in colonies.
   2. Students will discuss education from 1620's to 1972
   3. Students will discuss the Free Press (Peter Zenger).
   4. Students will discuss state constitution.
   5. Students will discuss the Bill of Rights.
   6. Students will discuss separation of powers.
   7. Students will discuss Mayflower Compact.
   8. Students will discuss abolition of slavery.
   9. Students will discuss voting restrictions.
   10. Students will discuss the Articles of Confederation, their importance and weaknesses.
   11. Students will discuss governments in United States territories.
   12. Students will discuss the Virginia Plan of Representation.
   13. Students will discuss the New Jersey Plan of Representation.
   14. Students will discuss the Great Compromise.
   15. Students will discuss the Federal Constitution.
       a. Students will discuss the 10th amendment.
       b. Students will discuss the four fundamental principles of the Constitution.
   16. Students will discuss the creation of the Cabinet.
   17. Students will discuss the amendment procedure.
       a. Students will discuss the major causes and effects of these views.
       b. Students will describe why democracy was considered to be a radical view in the 1700's.

C. Students will compare and contrast democracy with the following governments:

   1. Republic
   2. Fascism
   3. Nazism
   4. Communism
   5. Socialism
   6. Totalitarian
   7. Parlimentarian

Unit VIII - Democracy Falters (Civil War)

A. Students will list and discuss events which led up to the failure of the Democratic Process.

1. Students will discuss what is meant by the Democratic Process.
2. Students will discuss the possibility of slavery contributing to the Civil War.
3. Students will discuss the different theories on slavery.
   a. Students will discuss sectional attitudes as well as attitudes of politicians.
4. Students will discuss the possibility of legislation as contributing to the Civil War (specific acts).
5. Students will discuss the conflicts of United States Territories and its effects upon the failing of the Democratic Process.
6. Students will discuss the struggle for representation in the House of Representatives and the House of Senate as contributing to the Civil War.
7. Students will describe how to alter course to prevent a Civil War.

B. Students will discuss the effects of the Civil War.

1. Students will discuss its effect upon politics and government.
2. Students will describe the effect upon society.
3. Students will describe the effect upon the American economy.

C. Students will write a paper comparing and contrasting the North and South in the following areas in the 1850's and 1860's;

1. Conscription
2. Finance
3. Industry
4. Agriculture
5. Transportation

D. Students will write a brief paper describing the different viewpoints on the reconstruction of the South.

Unit IX - The Importance and Function of Local, State, and Federal Governments.

A. The students will cite some of the causes that lead to the establishment of the federal government and the effects of that government.

1. The student will cite the way the Continental Congress saw the need of separation of powers.
   a. Students will describe the function and power of the 3 branches of government.
      (1) Students will point out how each branch may check and balance the others.
2. Students will describe some advantages and disadvantages of a federal constitution.
3. Students will list and discuss the ways in which the federal government receives its income.
4. Students will list and discuss the expenditures of the federal government.

B. Students will discuss the role and the effects of state government.

1. Students will discuss the development of state constitutuons.
   a. Students will describe how state constitutions affect them.
2. Students will discuss some effects of state constitutions upon their economy.
3. Students will describe how legislation may differ from state to state.
4. Students will describe how state governments receives their income.
5. Students will list and discuss the expenditures of state government.
6. Students will describe how elections may differ from state to state.

C. Students will describe the cause and effects of local government.

1. Students will describe how local governments differ from one area to another.
   a. Students will describe how local units of government are constructed.
2. Students will describe how local units receive their income.
3. Students will list and discuss the expenditures of local government.
4. Students will discuss how elections are held and how they may differ among locations.

D. Students will discuss the advantages and/or disadvantages of the following:

1. The 10th amendment
2. Bicameral house
3. Unicameral house
4. Open primary
5. Closed primary

E. Students will write a brief paper on the banking system of the United States.

1. Students will discuss the use of banks, bank failure, and banking improvements.

Unit X - American Political Parties

A. Students will point out the importance of the election of 1792.

   1. Students will point out and discuss the party differences in the 1790's and discuss the party founders.

B. Students will point out and discuss the events of election of 1796.

   1. Students will discuss the role of the electors.

C. Students will discuss the major events of the election of 1800.

D. Students will discuss the major events of the election of 1804.

E. Students will compare and contrast the election of 1812 with the election of 1964.

F. Students will discuss the importance of the events of the election of 1824.

G. Students will discuss the major events of the elections of 1828-1832.

   1. Students will list and discuss the effects of these events on American policies.

H. Students will discuss the major political views of the following elections:.

   1. 1844 - 1848 - 1852 - 1856 - 1860.
   2. Students will point out what these elections are leading up to by discussing the results of each election.

I. Students will discuss the problems of President Johnson when he succeeded Lincoln in 1865.

J. Students will define and discuss the following as to their importance in politics:

   1. Secret ballot (Australian Ballot)
   2. Primary
   3. Electoral college
   4. National convention
   5. Electoral vote vs. popular vote
   6. Presidential term
   7. Lobbies
   8. Rider
   9. Majority leader
   10. Minority leader
   11. Favorite son
   12. Third party
   13. Direct primary
   14. Referendum
   15. Open primary
   16. Closed primary

K. Students will diagram, solve and discuss the following types of Presidential Election:

1. Students will describe the outcome of an election when one candidate receives a majority of popular votes, but neither candidate receives a majority of the Electoral vote.

2. Students will describe the outcome of an election when one candidate receives a majority of popular votes, and the other candidate receives a majority of Electoral votes.

3. Students will describe the outcome of an election when a third party is involved. In this election one candidate receives a majority of popular votes and no one receives a majority of Electoral votes.

L. Students will write a brief paper on the reasons why a third party was established in American politics, and discuss its effects.

M. Students will compare and contrast the American system with 2 or 3 other countries (England, France, Russia, Canada, and West Germany).

Unit XI - The Industrial Revolution Influences the United States and Changes the American Way of Life

A. Students will enumerate some of the forces leading to the Industrial Revolution.

1. Students will give examples of how national pride helped to stimulate industry.
2. Students will describe how this helped to strengthen the United States.
3. Students will discuss the rise of and the need for factories.
   a. Students will describe how mass production helped to increase the need for factories.
      (1) Students will indicate the importance of the development of the factory system.
      (2) Students will describe some of the causes and effects of capitalism.
      (3) Students will point out the differences between capitalism and other forms of industrial ownership as well as their causes and effects.
   b. Students will write or orally describe how Henry Ford stimulated industrial growth.
   c. Students will describe the role of a machinist or an auto mechanic in the auto industry.

B. Students will list and discuss some of the results of the Industrial Revolution.

1. Students will describe how inventions and innovations have affected the classes of a society.
2. Students will describe how the United States changed from a basic agrarian society to that of a highly industrial nation.
   a. Students will list and discuss the conditions necessary for a nation to become highly industrialized.
3. Students will point out how industry affects migration.

C. Students will describe how the rise of industry affected governmental policies.

D. Students will describe the conflicts and struggles between farmers and industry.

1. Students will describe how farmers organized to bring pressure upon the different levels of government.

E. Students will describe how industrial workers organized to bring pressure upon the different levels of governments.

1. Students will point out how industrial growth caused new problems to wage earners.
2. Students will list some important contributions which were made by the different labor unions including the struggle and contributions of skilled and unskilled workers.

F. Students will describe how industrialization has affected education and how it is still doing so.

1. Students will point out that due to industrial growth nonskilled workers become unemployed.
2. Students will discuss the need for education and training for skilled labor.
3. Students will describe that increaded education or knowledge leads to highly skilled labor.

G. Students will describe how vocational training has changed within the United States from Colonial days up to present by including the following in their discussions:

1. Apprenticeships in Colonial days
2. Apprenticeship laws
3. Apprenticeship indenture
4. Decline of apprenticeship
5. Rise of vocational training
   a. Government aid and laws
   b. Effect upon industry
   c. Vocational training of today (Vocational Act of 1968)

H. Students will define and discuss the following terms:

1. Strikebreaker
2. Blacklist
3. Division of Labor
4. Mass production
5. Assembly line
6. Factory system
7. Producing cooperative
8. Company unions
9. Unskilled worker
10. Skilled worker
11. Open shop
12. Closed shop
13. Lockout
14. General strike
15. Injunction
16. Sit-down strike
17. Wild cat strike
18. Arbitration
19. Business cycle
20. Soil bank

I. Students will describe the effect of the following upon industry:

1. Students will describe the effect of railroads upon industry.
2. Students will discuss the effect of immigration upon industry.

3. Students will describe how cars and trucks affect industry.
4. Students will describe how the dawn of the Machine Age, 1830-1860, affected industry.
5. Students will describe how the westward movement affected industry and how industry affected the westward movement.

J. Students will compare and contrast the different types of Unions:

1. Students will discuss the importance of the Knights of Labor.
2. Students will discuss the importance of the National Labor Union.
3. Students will describe the importance of the National Colored Union.
4. Students will discuss the importance of the United Mine Workers Union.
5. Students will describe the importance of the American Federation of Labor.
6. Students will describe the importance of the Committee for Industrial Organization.
7. Students will discuss the merger of the AFL and the CIO.
   a. Students will discuss the memberships, benefits, and drawbacks.

K. Students will discuss the impact of strikes and their outcomes.

1. Students will describe the causes, hardships, and outcomes of the "Long Strike".
2. Students will describe the causes, hardships, and outcomes of the "Pullman Strike".
3. Students will describe the causes, hardships, and outcome of the "Great Strike" of 1877.
4. Students will describe the causes, hardships, and outcome of the "Homestead Strike" of 1892.

Unit XII - The Depression

A. Students will write a research paper on the depression. Students will include the following information:

1. Students will list and discuss the events which led up to the depression.
2. Students will list and discuss the effects of the depression.
3. Students will discuss government policies that helped to alleviate the economic slump brought about by the depression.
4. Students will compare the Great Depression with other U.S. economic slumps.
5. Students will describe how present day legislation has been sought due to the Great Depression.
6. Students will list and discuss presidential plans and acts as well as congressional laws, and bills which help to alleviate unemployment.
7. Students will discuss the principle of supply and demand.
8. Students will discuss government spending policies and how they affect business activity and unemployment.
9. Students will discuss the relationship of the stock market crash to the depression.
10. Students will define and discuss recession and inflation.
11. Students will discuss the devaluation of currency.
12. Students will discuss how the government financed new legislation.
13. Students will discuss the impact of widespread unemployment.

Unit XIII America - A World Power

A. Students will describe how the United States became a colonial power.

1. Students will list and discuss the reasons for imperialism.
2. Students will point out how the Cuban Revolution in 1896 helped to become a Colonial power.
3. Students will describe the importance of the Hawaiian Revolution.
4. Students will discuss the Somoan Islands as to its effect upon American Colonialism.
5. Students will describe how the United States exerted influence in the Far East.
6. Students will list and discuss the importance of the Open Door Policy in regard to China and the U.S.
7. Students will discuss the importance of the Boxer Rebellion.
8. Students will discuss American influence in the Caribbean.
   a. Students will discuss this influence in at least 6 Caribbean countries.
   b. Students will discuss the term "Dollar Diplomacy".
9. Students will discuss the importance of Monroe Doctrine.
10. Students will discuss the Insular cases of the Supreme Court which were handed down in 1901.

B. Students will list and discuss the major events which led up to American involvement in WW I.

1. Students will name at least three events which led up to WW I as far as the countries of Europe are concerned.
   a. Students will discuss at least 6 different countries involved in the war.

2. Students will describe the effect of America's entrance into the war in the following areas:
   a. U.S. Army
   b. U.S. Finance
   c. U.S. Industry
   d. U.S. Resources
   e. U.S. Labor
   f. U.S. Agriculture
   g. U.S. Public Opinion
   h. Controlling U.S. dissent

C. Students will list and discuss the outcomes of WW I.

1. Students will discuss the Armistice terms of WW I.
2. Students will discuss the importance of Wilson's Program.
3. Students will discuss the importance of the Treaty of Versailles.
4. Students will discuss the benefits and drawbacks of the League of Nations.

Unit XIV - American Dominance

A. Students will describe how the U.S. tried to broaden its relationships with other countries.

1. Students will discuss the following items in the development of U.S. relationships:
   a. U.S. territories
   b. Good neighbor policy
   c. Trade
   d. Russia

B. Students will list and discuss the benefits and drawbacks of isolationism.

1. Students will list and discuss reasons why Americans wanted isolationism.
2. Students will discuss reasons why Americans felt isolationism would work.
3. Students will describe why isolationism could not work by discussing the following:
   a. Students will discuss neutrality acts passed by Congress.
   b. Students will discuss political changes in Italy, Germany, and Japan in the 1920's and 1930's.

C. Students will list and discuss the major events which led up to WW II.

D. Students will list and discuss the outcomes of WW II.

1. Students will discuss the following American problems.
   a. Demobilization
   b. Veterans
   c. Industry
   d. Inflation
   e. Housing
   f. Labor
2. Students will discuss Russian dominance and expanding influence in Europe after WW I.

Unit XV - Democracy in Conflict

A. Students will describe the Communist take over of Russia.

1. Students will discuss the following names:
   a. Friedrich Engels
   b. Karl Marx
   c. Nikolai Lenin
   d. Leon Trotsky
   e. Joseph Stalin
   f. Nikita Khrushchev
   g. Lenoid Brezhnev
   h. N.V. Podgorny
   i. A.N. Kosygin

2. Students will define and discuss the role of the Proletarian and the Bourgeois before the Bolshevik Revolution.
3. Students will discuss the beliefs of Communism.
4. Students will discuss Karl Marx's theory on Capitalism.
5. Students will discuss why Communism was able to take hold in Russia.
6. Students will describe why Communism is able to take hold in Agrarian nations rather than Industrial Nations.
7. Students will describe the events which led up to the Berlin Crisis.
   a. Students will discuss the U.S. role in the Berlin Crisis.
   b. Students will discuss the effect of the Berlin Crisis.
8. Students will describe the events which led up to the Cuban Crisis.
   a. Students will discuss the outcome of the Cuban Crisis.
9. Students will discuss the importance of the Yalta Conference.

B. Students will describe how Communism gained control in China and other Asian countries.

1. Students will discuss the role of Chiang Kai-shek and Mao Tse-tung.
2. Students will discuss the roles of the U.S. and Russia in the armed conflict between the Chinese Nationalist and the Chinese Communist forces.
3. Students will describe the events which led up to the Korean War.
   a. Students will discuss the roles of the U.S., Russia, and China in the Korean War.
   b. Students will discuss the outcome of the Korean War.
4. Students will describe the events which led up to the Vietnam War.
   a. Students will discuss the roles of the countries involved.
   b. Students will discuss the effect of the Vietnam War on American politics and public opinion.
   c. Students will compare and contrast the Korean War with the Vietnam War.

C. Students will discuss the Chinese Communists split with the Russian Communists.

1. Students will discuss the possible outcome of this break in relations.

D. Students will describe how the state of Israel was formed.

1. Students will describe why Israel went to war with her neighboring Arab Countries.

2. Students will discuss how the U.S. and Russia were drawn into this conflict.

Unit XVI - Social Organizations

A. Students will define and list the innate needs of man.
   1. Students will point out the importance of these needs.

B. Students will define and list the acquired needs of man.
   1. Students will point out the importance of these needs.
      a. Students will compare and contrast innate needs and acquired needs.

C. Students will list and discuss the difference between "Natural Environment" and "Artificial Environment".
   1. Students will prove that cultural man has battled and pratically conquered nature.

D. Students will define and discuss the meaning of culture.
   1. Students will compare and contrast the meaning of "Social Heritage" with "material nature."

E. Students will point out that culture includes customs.
   1. Students will name the three classifications of customs.
      a. Students will define each classification and give an example of each.
   2. Students will define, compare, and contrast "absolute morality" with "relative morality."
      a. Students will discuss moral, immoral, and amoral.

F. Students will describe and discuss how culture grows.

   1. Students will list and discuss the ways a culture may grow (source of its traits).
   2. Students will discuss the following phrase "The price of insistence on a 'pure' culture is a static culture."
   3. Students will list and discuss the factors that help influence the rate at which culture changes.
   4. Students will discuss some attitudes toward cultural change within a given cultural group.
      a. Students will define and discuss "Cultural Lag."
   5. Students will prove that as societies change governing units may change.
      a. Students will discuss what societies are like under different forms of government.
   6. Students will give reasons describing the "Role of Culture in Group Life."

G. Students will list the function and or purpose of the family unit and how it has changed through the different periods of history.

1. Students will discuss and point out why the family unit is considered an institution.
2. Students will discuss and point out why the family unit is a social group.
   a. Students will discuss at least 3 different kinds of families.
   b. Students will discuss different types of marriage restrictions.
   c. Students will discuss strains on modern marriages.
3. Students will list and discuss the different functions of the family unit.

H. Students will discuss the possibility of a communication gap between generations.

1. Students will give reasons for their findings and beliefs.
2. Students will be able to interject themselves into an adult role.
3. Students will describe the demands that society places upon its citizens.
   a. Students will discuss the possible outcomes of these demands upon individuals and groups.
4. Students will describe the characteristics of a communal society.
   a. Students will discuss the causes of a communal society.
   b. Students will describe the effects of a communal society upon Americans.

I. Students will classify the following list of words into one of the three classifications of customs:

1. Clothes (any type)
2. Pants
3. Family
4. Skirt
5. Murder
6. Nude
7. Democracy
8. Communism
9. Suit
10. Fascism

   a. Students will give reasons for each of their classifications.

J. Students will classify the following as to innate needs or acquired needs of man and tell why:

1. Food
2. Security
3. Air
4. Clothing
5. Power
6. Wealth

Unit XVII - Racialism and City Problems

A. Students will present the specific characteristics of a racialistic society.

1. Students will relate some of the causes for and the effects of a racialistic society and their inter-relationshop.
2. Students will describe how Nazi Germany became a racialistic society.
    a. Students will discuss the following countries as to their being racialistic:
        (1) Japan
        (2) China
        (3) Nigeria
        (4) Australia
    b. Students will define and discuss tokenism.
    c. Students will take part in a debate with the position that the U.S. is a racial or nonracial society.

B. Students will discuss the major problems of the inner city.

1. Students will discuss the effect of industry upon cities.
    a. Students will discuss why industries moved into the central cities and then into the suburbs.
    b. Students will compare and contrast unemployment of white to blacks.
        (1) Students will discuss job advancement for Negroes and job opportunities.
2. Students will list and discuss four attractions of cities.
3. Students will list and discuss five conditions that detract from cities.
4. Students will discuss the meaning of the following phrase, "Economic vitality is the key to a successful city".
5. Students will discuss the meaning of "A behavioral sink" according to modern day social scientists.
    a. Students will discuss Rousseau's meaning of "sink."
6. Students will compare and contrast inner city schools with schools in the suburbs.
7. Students will describe the migration pattern of the American Blacks.
    a. Students will discuss the causes for this migration.
    b. Students will describe the effect of this migration.
8. Students will discuss the crime rate in the inner cities.
    a. Students will give reasons why one happens to be greater than the other.
9. Students will describe the problems of transportation within cities.
    a. Students will discuss the benefits and drawbacks of the different types of transportation available.

C. Students will name at least four cities that had racial riots in the 1960's.

1. Students will discuss the events which led up to each riot.
2. Students will discuss the outcome of each riot.
3. Students will point out why large southern cities had very little conflict in comparison to other cities of the U.S.
4. Students will list and discuss how city problems may be alleviated.
5. Students will compare and contrast these cities before and after the riots.

D. Students will describe the inter-relationship of the following with respect to ghettos:

1. Students will discuss the social problem of ghettos.
2. Students will discuss the economic problems of ghettos.
3. Students will discuss the political problems of ghettos.
4. Students will list and describe some suggested cures.

Unit XVIII - Pollution and Conservation

A. Students will write a paper on pollution and conservation. Students will include the following information:

1. Pollution and conservation of air
2. Pollution and conservation of water
3. Pollution and conservation of soil
4. Pollution and conservation of natural resources
5. Pollution and conservation of wildlife
    a. Students will describe the way man has contributed to the destruction of his environment in the above five areas.
    b. Students will describe what measures man is taking and what measures he must take to combat the pollution and destruction of his environment.
    c. Students will describe how man may eventually cause the destruction of the human race.

TEACHING TECHNIQUES

Unit I - History of the Automobile

Part A

A. When necessary the teacher may give a lecture on the topic.
B. Students may be required to give a speech or to do a paper on the topic of discussion.
C. When feasible a film may be used to point out important information. At this time the student will be asked to react to the presentation.
D. When feasible a speaker may be used to give information to students.

Part B

A. When necessary the teacher may give a lecture on the topic of discussion.
B. Students may be required to give a speech or to do a paper on the topic at hand.
C. Students may be asked to discuss the topic that they research with the teacher or discuss it with the class in the presence of the teacher.

Part C

A. When necessary the teacher may give a lecture on the topic of discussion.
B. Students may be required to write a paper.
C. Upon completion of research and assigned materials the students will discuss their findings with the teacher.

Part D

A. When necessary the teacher may give a lecture on the topic of discussion.
B. Students may be required to write a paper.
C. Upon completion of research and assigned materials the students will discuss their findings with the teacher.

Unit I - Machines in Progress

Part A

A. When necessary teacher may give a lecture.
B. Students will participate in class discussions.
C. Teacher - student discussion will take place.

Part B

A. Student may write a paper
B. Students will participate in class discussions.
C. Upon completion of research, students will discuss their findings with the teacher.

Part C

A. When feasible a film may be used.
B. Students will participate in class discussions.
C. Teacher - student discussion will take place.

Part D

A. Students may write a paper
B. Students will participate in class discussions.
C. Upon completion of research, the students will report their findings to the teacher.

Part E

A. When necessary the teacher may give a lecture.
B. When feasible a film may be used.
C. Upon completion of research students will discuss their findings with the teacher.

Part F

A. Students may write a paper
B. Students will participate in class discussions.
C. When feasible, a film may be used.

Part G

A. Students will participate in class discussions.
B. Upon completion of research students will report their findings to the teacher.

Part H

A. Students will write a paper.
B. Students may give a speech.

Part I

A. Students will do research on the topics.
B. Students will discuss the topics in class.

Unit II - Steel Industry

Part A

A. Upon completion of research and assigned materials, the students will discuss their findings with the teacher.
B. When necessary or upon request, the teacher may give a lecture.
C. When feasible a film may be used at which time the students will react to the presentation.
D. Students may be required to write a paper.

Part B

A. When necessary or upon request the teacher may give a lecture.
B. Students may be required to give a speech or to write a paper.
C. Upon completion of research and assigned materials the students will discuss their findings with the teacher.

Part C

A. When necessary the teacher may give a lecture.
B. Students may be required to give a speech.
C. Upon completion of research and assigned materials the students will discuss their findings with the teacher.

Part D

A. When necessary the teacher may give a lecture.
B. Students may be required to write a paper.
C. Upon completion of research the student will discuss his findings with the teacher.

Part E

A. Students will participate in class discussions.
B. When necessary the teacher may give a lecture.
C. Students may be required to write a paper.
D. Upon completion of research the student will discuss his findings with the teacher.

Unit III - Industrial Locations & Materials

Part A

A. When necessary the teacher may give a lecture.
B. Students may give a speech or write a paper.
C. When feasible a film may be used at which time the students will react to the presentation.
D. Upon completion of research and assigned materials the students will discuss their finding with the teacher.

Part B

A. When necessary or upon request the teacher may give a lecture.
B. Students may be required to write a paper.
C. Upon completion of assigned materials and research the students will discuss their findings with the teacher.

Part C

A. Students may be required to give a speech or to write a paper.
B. Upon completion of research and assigned materials the students will discuss their findings with the teacher.

Unit III - Machine Industry

Part A

A. Students will write a research paper on assigned topics.

Unit IV - Technological Developments

Part A

A. When necessary a lecture may be given by the teacher.
B. Students may be required to write a paper.
C. When feasible a film will be used to which the student will react to the presentation.
D. Upon completion of research and assigned materials the student will discuss his findings with the teacher.

Part B

A. When necessary the teacher may give a lecture.
B. Students may be required to give a speech.
C Upon completion of research and assigned materials the student will discuss his findings with the teacher.

Part C

A. When necessary the teacher may give a lecture.
B. Students may be required to write a paper.
C. Upon completion of assigned materials the students will discuss their findings with the teacher.

Part D

A. When necessary the teacher may give a lecture.
B. Students may be required to write a paper.
C. Upon completion of research the students will discuss their findings with the teacher.

Part E

A. When necessary the teacher may give a lecture.
B. Students may be required to write a paper.
C. Upon completion of assigned material the student will discuss his findings with the teacher.

Unit V - Birth of a Nation

Part A

A. When necessary or upon request the teacher may give a lecture.
B. Students may be required to give a speech or to write a paper.
C. When feasible a film may be used at which time the students will react to the presentation.
D. Upon completion of research and assigned materials the student will discuss his findings with the teacher.

Part B

A. When necessary the teacher may give a lecture.
B. Upon completion of assigned materials the student will discuss his findings with the teacher.
C. Students may be required to give a speech.

Part C

A. Students may be required to write a paper.
B. Upon completion of research the students will report their findings with the teacher.

Part D

A. When necessary the teacher may give a lecture.
B. Upon completion of research the students will report their findings to the teacher.

Part E

A. By use of a map or chart the students will display their knowledge of the topic of concern.
B. Students may be required to draw their own maps.

Part F

A. By use of a map or chart the students will display their knowledge of the topic of concern.
B. Students may be required to draw their own maps.

Unit VI - Freedom is Won

Part A

A. When necessary or upon request the teacher may give a lecture.
B. Students may be required to give a speech or to write a paper.
C. When feasible a film may be used at which time the students will react to the presentation.
D. Upon completion of research and assigned materials the students will discuss their findings with the teacher.

Part B

A. Students may be required to write a paper.
B. Upon completion of research the student will discuss his findings with the teacher.

Part C

A. Students may be required to give a speech.
B. Upon completion of research the students will report their findings to the teacher.

Part D

A. Students may be required to write a paper.
B. Upon completion of research the students will report their findings to the teacher.

Part E

A. Students may be required to write a paper.
B. Upon completion of research the students will report their findings to the teacher.

Unit VII - Rise of Democracy

Part A

A. When necessary the teacher may give a lecture.
B. Students may be required to write a paper.
C. When feasible a film may be used at which time the students will react to the presentation.
D. Upon completion of research add assigned material the students will report their findings to the teacher.

Part B

A. Students may be required to write a paper
B. Upon completion of assigned material the students will report their findings to the teacher.

Unit VIII - Democracy Falters

Part A

A. When feasible a film may be used at which time the students will react to the presentation.
B. When necessary the teacher may give a lecture.
C. Students may be required to write a paper.
D. Upon completion of research the students will report their findings to the teacher.

Part B

A. Upon completion of research the students will report their findings to the teacher.

Part C

A. Students will be required to write a paper.

Part D

A. Students will be required to write a paper.

Unit IX - Local, State & Federal Governments

Part A

A. When necessary or upon request the teacher may give a lecture.
B. Students may be required to give a speech or to write a paper.
C. When feasible a film will be used at which time the students will react to the presentation.
D. Upon completion of research the students will report their findings to the teacher.

Part B

A. Students may be required to give a speech.
B. A speaker may be used to discuss a topic.
C. Upon completion of research the students will report their findings to the teacher.

Part C

A. Students may be required to write a paper.
B. Upon completion of research and assigned materials the students will report their findings to the teacher.

Part D

A. Students will be required to write a paper.

Part E

A. Students will be required to write a paper.

Unit X - American Political Parties

Part A

A. When necessary the teacher may give a lecture.
B. Students may be required to give a speech.
C. When feasible a speaker or film may be used at which time the students will react to the presentation.
D. Upon completion of research and assigned material the students will discuss their findings with the teacher.

Part B

A. Upon completion of research and assigned materials the student will discuss his findings with the teacher.

Part C

A. Upon completion of research the students will discuss their findings with the teacher.
B. Students may be required to give a speech.

Part D

A. Students may be required to write a paper.
B. Upon completion of assigned materials the students will discuss their findings.

Part E

A. Students may be required to give a speech.
B. Upon completion of research the students will report their findings with the teacher.

Part F

A. Students may be required to write a paper.
B. Upon completion of research the students will report their findings with the teacher.

Part G

A. Students may write a paper.
B. Upon completion of assigned material the students will discuss their findings with the teacher

Part H

A. Students may write a paper.
B. Upon completion of research the students will discuss their findings with the teacher.

Part I

A. Students will be required to write a paper.

Part J

A. Students may be required to write a paper.
B. Upon completion of research the students will discuss their findings.

Part K

A. Students may be required to write a paper
B. Upon completionf of research the students will discuss their findings.

Part L

A. Students will be required to write a paper.

Part M

A. Students will be required to write a paper.

Unit XI - Industrial Revolution

Part A

A. When necessary or upon request the teacher may give a lecture.
B. Students may be required to give a speech or to write a paper.
C. When feasible a film may be used at which time students will react to the presentation.
D. Upon completion of research and assigned materials the students will report their findings to the teacher.

Part B

A. Students may be required to give a speech.
B. When necessary a film may be used.
C. Upon completion of research the students will discuss their findings with the teacher.

Part C

A. Students may be required to write a paper.
B. Upon completion of research the student will discuss his findings with the teacher.

Part D

A. Students may write a paper.
B. A film may be used.
C. Upon completion of research the students will discuss their findings with the teacher.

Part E

A. Students may write a paper.
B. A film amy be used.
C. Upon completion of research the students will discuss their findings with the teacher.

Part F

A. Students may write a paper.
B. When necessary the teacher may give a lecture.
C. Upon completion of research the students will report their findings to the teacher.

Part G

A. Students may write a paper.
B. Upon completion of research the students will report their findings to the teacher.

Part H

A. Students may write a paper.
B. Students debate.
C. Upon completion of research students will report their findings to the teacher.

Part I

A. Students debate.
B. Upon completion of research students will report their findings to the teacher.

Part J

A. Students may be required to give a speech.
B. When necessary a film may be used.
C. Upon completion of research the students will discuss their findings with the teacher.

Part K

A. Students may write a paper.
B. When necessary the teacher may give a lecture.
C. Upon completion of research the students will report their findings to the teacher.

Unit XII - The Depression

Part A

A. Students will be required to write a research paper.
B. Students may discuss topic with the teacher.

Unit XIII America - A World Power

Part A

A. When necessary the teacher may give a lecture.
B. When feasible a film may be used at which time the students will react to the presentation.
C. Students may be required to write a paper.
D. Upon completion of research the students will report their findings to the teacher.

Part B

A. When necessary the teacher may give a lecture.
B. Students debate.
C. Students role-play.
D. Upon completion of research the students will discuss their findings with the teacher.

Part C

A. Students may give a speech.
B. Upon completion of assigned material the students will discuss their findings with the teacher.

Unit XIV - American Dominance

Part A

A. When necessary the teacher may give a speech.
B. Students may be required to give a speech or to write a paper.
C. When feasible a film may be used at which time the students will react to the presentation.
D. Upon completion of research the students will report their findings.

Part B

A. Students may write a paper.
B. Upon completion of assigned material the student will discuss his findings.

Part C

A. Students may write a paper.
B. Students debate.
C. Students participate in class discussion.

Part D

A. Students may write a paper.
B. Students debate.
C. Students participate in class discussion.

Unit XV - Democracy in Conflict

Part A

A. When necessary the teacher may give a lecture.
B. When feasible a film may be used.
C. Upon completion of research the students will report their findings.

Part B

A. When feasible a film may be used.
B. When feasible a class discussion may be held.
C. Students may write a paper.

Part C

A. When feasible a film may be used.
B. Students will participate in a class discussion.
C. Teacher-student discussion will be held.

Part D

A. Students will participate in a class discussion.
B. When feasible a film may be used.
C. Teacher-student discussion will be held.

Unit XVI - Social Organizations

Part A

A. When necessary or upon student request the teacher may give a lecture.
B. Upon completion of assigned material the student will report his findings.
C. When feasible a film may be used at which time the student will react to the presentation.
D. Students may give a speech.

Part B

A. Students may write a paper.
B. Students may hold a discussion.
C. Teacher-student discussion may be held.

Part C

A. Teacher-student discussion may be held.
B. When feasible a film may be used.
C. Students may write a paper.

Part D

A. Teacher-student discussion may be held.
B. Students may write a paper.

Part E

A. When necessary the teacher may give a lecture.
B. When feasible a film may be used.
C. Teacher-student discussion may be held.

Part F

A. When feasible a film may be used.
B. Teacher-student discussion may be held.
C. Students may write a paper.

Part G

A. Class discussion may be held.
B. Teacher-student discussion may be held.
C. Role-playing may be engaged in.
D. Students may write a paper.
E. When feasible a film may be used.

Part H

A. Class discussion may be held.
B. Teacher-student discussion may be held.
C. Role-playing may be engaged in.

Part I

A. Student debate may be staged.
B. Teacher-student discussion may be held.
C. When feasible a film may be used.
D. Students may be required to write a paper.

Part J

A. Student discussion will be held.
B. Teacher-student discussion may be held.

Unit XVII - Racialism and City Problems

Part A

A. When necessary the teacher may give a lecture.
B. When feasible a film may be used at which time the student will react to the presentation.
C. Class discussion will be held.
D. Role-playing will be engaged in.
E. Students may write a paper.
F. Teacher-student discussion will take place.

Part B

A. When feasible a film may be used at which time the student will react to the presentation.
B. Class discussion will be held.
C. Role-playing will be engaged in.
D. Upon completion of research and assigned materials the students will discuss their findings with the teacher.

Part C

A. Role-playing will be engaged in.
B. Student debates will take place.
C. When feasible a film may be used.
D. Teacher-student discussion will be held.
E. Students may write a paper.

Part D

A. Role-playing will be engaged in.
B. Student debates will take place.
C. Teacher-student discussion will take place.

Unit XVIII - Pollution and Conservation

Part A

A. Students will write a research paper on the above topic.
B. Upon completion of assigned material and research the students will discuss their finding with the teacher.

PROGRESS REPORT SHEET

U.S. HISTORY I

(Auto Mechanic)

Name_____ Shop_____

Unit I

A. Date
B. Date
C. Date
D. Date

Unit II

A. Date
B. Date
C. Date
D. Date

Unit III

A. Date
B. Date
C. Date

Unit IV

A. Date
B. Date
C. Date
D. Date
E. Date

Unit V

A. Date
B. Date
C, Date
D. Date
E. Date

Unit VI

A.
B.
C. Date
D.
E. Date

Unit VII

A. Date
B. Date
C. Date

Unit VIII

A. Date
B. Date
C. Date
D. Date

Unit IX

A. Date
B. Date
C. Date
D. Date
E. Date

Unit X

A,
B.
C. Date
D.
E. Date
F.
G. Date
H.
I. Date
J. Date
K. Date
L. Date
M. Date

PROGRESS REPORT SHEET

U.S. HISTORY II

(Auto Mechanic)

Name_____ Shop_____

Unit XI

A. Date
B. Date
C. Date
D. Date
E. Date
F. Date
G. Date
H. Date
I. Date

Unit XII (Equals four evaluations)

A. Date

Unit XIII

A. Date
B. Date
C. Date

Unit XIV

A. Date
B. Date
C. Date
D. Date

Unit XV

A. Date
B. Date
C. Date
D. Date
E. Date

Unit XVI

A. Date
B. Date
C. Date
D. Date
E. Date
F. Date
G. Date
H. Date
I. Date
J. Date

Unit XVII

A. Date
B. Date
C. Date
D. Date

Unit XVIII (Equals three evaluations)

A. Date

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PROGRESS REPORT SHEET

U.S. HISTORY I

(Machine Shop)

Name_____ Shop_____

Unit I

A. Date
B. Date
C. Date
D. Date
E. Date
F.
G. Date
H. Date
I. Date

Unit II

A. Date
B. Date
C. Date
D. Date

Unit III (Equals 3 evaluations)

A. Date

Unit IV

A. Date
B. Date
C. Date
D. Date
E. Date

Unit V

A. Date
B. Date
C. Date
D. Date
E. Date

Unit VI

A.
B.
C. Date
D.
E. Date

Unit VII

A. Date
B. Date
C. Date

Unit VIII

A. Date
B. Date
C. Date
D. Date

Unit IX

A. Date
B. Date
C. Date
D. Date
E. Date

Unit X

A.
B.
C. Date
D.
E. Date
F.
G. Date
H.
I. Date
J. Date
K. Date
L. Date
M. Date

PROGRESS REPORT SHEET

U.S. HISTORY II

(Machine Shop)

Name_____ Shop_____

Unit XI

A. Date
B. Date
C. Date
D. Date
E. Date
F. Date
G. Date
H. Date
I. Date

Unit XII (Equals 4 evaluations)

A. Date

Unit XIII

A. Date
B. Date
C. Date

Unit XIV

A. Date
B. Date
C. Date
D. Date

Unit XV

A. Date
B. Date
C. Date
D. Date
E. Date

Unit XVI

A. Date
B. Date
C. Date
D. Date
E. Date
F. Date
G. Date
H. Date
I. Date
J. Date

Unit XVII

A. Date
B. Date
C. Date
D. Date

Unit XVIII (Equals 3 evaluations)

A. Date

EVALUATION SHEETS

Unit I The Automobile (Auto Mechanic)

Section A. Birth of Automobile 1863-1900

E	G	F	NA	
				French contribution to the automobile
				German contribution to the automobile
				Contributions of Charles and Frank Duryea
				Contributions of Henry Ford
				Contributions of Ransom Olds
				Contributions of Alexander Winton
				Contributions of Charles King
				Importance of interchangeability in the auto industry
				Importance of mass production in the auto industry

Section B. New and Old Cars

E	G	F	NA	
				Comparison of earlier cars with modern autos
				Contrast of earlier cars with modern safety, per-
				formance and durability
				Pros and cons of horse vs. auto
				Excerpts from newspapers and magazines

Unit I The Automobile

Section C. Auto Industry Vs. Other Types of Industries

E	G	F	NA	
				Relationship of auto industry to farming
				Relationship of auto industry to industrial shipping
				Comparison and contrast of differnt modes of transportation
				Efficiency of cost involved
				Benefits of each type
				Drawbacks of each type
				Types of items each would carry and why
				At least 5 other examples to point out how other industries are dependent upon the auto industry
				At least 3 examples to point out how the auto industry may be dependent upon other industries

Section D. Impact of Auto On Our Society

E	G	F	NA	
				Impact of auto on economics
				Impact of auto on environment
				Impact of auto on safety
				Impact of auto on standard of living
				Impact of auto on crime

Unit I Machines in Progress (Machine Shop)

Section A. Machine

E	G	F	NA	
				Definition of tree lathe
				Importance of tree lathe
				Definition of French screw lathe
				Importance of French screw lathe
				Definition of standard change gear lathe
				Importance and efficiency of standard change gear lathe
				Comparison of standard change gear lathe with a quick change gear lathe

Section B. Files

E	G	F	NA	
				Evaluation of files
				Steps necessary to make a file

Section C. Types of Files

E	G	F	NA	
				Saw files (four types)
				Machinists files (four types)
				Rasps (four types)
				Comparison of Swiss pattern files with American pattern files
				Definition of curved tooth file
				Comparison of hand filing with lathe filing

Unit I Machines in Progress (continued)

Section D. Terms

E	G	F	NA	
				Hardening of steel
				Tempering steel
				Annealing steel
				Casehardening steel
				Importance of each

Section E. Properties of Metals

E	G	F	NA	
				Hardness
				Brittleness
				Malleability
				Ductility
				Elasticity
				Fusibility
				Importance of each

Section F. Abrasives

E	G	F	NA	
				Classification of abrasives
				Types of abrasives under each classification
				Purpose of each

Unit I Machines in Progress (continued)

Section G. Pittsburgh-Cleveland

E	G	F	NA	
				Migration of Machine Industry
				Reasons for migration
				Location factors of machine tool industry

Section H. Paper

E	G	F	NA	
				Managing your own shop

Section I. Impact of Machines on the Economy

E	G	F	NA	
				Impact on Economics
				Impact on making parts interchangeable
				Impact on price structure
				Impact on mass production
				Impact on workers morale
				Impact on the future

Unit II Steel Industry

Section A. Pig Iron

E	G	F	NA	
				Process involved in the production of pig iron
				The meaning of pigs
				The meaning of molds
				The meaning of sow
				How did pig iron receive its name?
				Properties of pig iron

Section B. Cast Iron

E	G	F	NA	
				The process involved in the production of cast iron
				The uses of cast iron
				The properties of cast iron
				Pig iron and cast iron
				Blast furnace compared with a cupola
				Four kinds of cast iron describe: Cost of production, properties of each, uses of each

Unit II Steel Industry (continued)

Section C. Wrought Iron

E	G	F	NA	
				The process involved in the production of wrought iron
				The uses of wrought iron
				The properties of wrought iron
				Puddling furnace

Section D. Production Methods of Steel

E	G	F	NA	
				Production of Bessemer Steel
				Production of Open-Hearth Steel
				Production of Crucible Steel
				Production of Electric Steel

Section E. Growth of Steel Industry

E	G	F	NA	
				Impact of mass produced steel
				Impact on the economy
				Impact on the quality of life
				Relationship between labor & U.S. steel industry
				Impact of the increased use of substitute materials

Unit III Machine Industry (Machine Shop)

Section A. Evolution of Industry

E	G	F	NA	
				Evolution of the machine industry
				Automation
				Specialization of industry
				Training
				Accuracy requirements of production

Unit III Industrial Locations & Materials (Auto Mechanic)

Section A. Southern Michigan

E	G	F	NA	
				Importance of Southern Michigan's geographic location
				Economic conditions of this region
				Availability of natural resources in this area
				Why heavy industry migrated from New England to the
				Pittsburgh-Cleveland area

Section B. Paper

E	G	F	NA	
				Types of steel and metals

Section C. Paper

E	G	F	NA	
				Selecting machines for a shop

Unit IV Technological Developments

Section A. Primitive Man to 1750

E	G	F	NA	
				Technological development of primitive man
				Impact of the inventions of primitive man on how they helped to further his knowledge
				Why was farming the single most important occupation before 1750
				Describe the process involved in farming before 1750

Section B. Before and After the 1760's

E	G	F	NA	
				Compare and contrast mechanical power before 1760 and during the 1760's
				Effect of technology upon national income of a country - United States and England

Section C. Automation

E	G	F	NA	
				Define automation
				Benefits of automation
				Drawbacks of automation
				Contributions of Del Harder
				Automatic-production system
				Material-handling system
				Valve-control system
				Date-processing system
				The importance of cybernetics

Unit IV Technological Developments (continued)

Section D. Automation vs. Labor

E	G	F	NA	
				Effect of mechanization and automation upon the
				labor force
				Impact of automation upon the steel industry
				Impact of automation upon the appliance industry

Section E. Labor Force

E	G	F	NA	
				Effects of automation upon the white-collar worker from 1910-1960
				Effects of automation upon the blue-collar worker from 1910-1960
				Effects of automation upon farmers from 1910-1960
				Effects of automation upon the field of services from 1910-1960

Unit V Birth of a Nation

Section A. Need of Colonization

E	G	F	NA	
				Causes of colonization from viewpoints of the governments of Europe
				Causes of colonization from viewpoint of citizens of Europe
				Effects of colonization upon the governments of Europe
				Effects of colonization upon the citizens of Europe
				Effects of colonization upon the citizens of the New World
				Mercantile System of Trade
				Philosophy of Imperialism
				Mercantilism and Imperialism
				Importance of a favorable balance of trade

Unit V Birth of a Nation (continued)

Section B. Countries of Europe

E	G	F	NA	
				Area in which England set up her settlements in the New World
				The land mass, population and topography of English settlements
				Specific type of industry and/or farming in English settlements
				Relationship of colonies to the Mother Country of England
				How England profited from the colonies
				Area in which France set up her settlements in the New World
				The land mass, population, and topography of French settlements
				Specific type of work carried on in French settlements
				Relationship of colonies to the Mother Country of France
				How France profited from the colonies
				Area in which Spain set up her settlements in the New World
				The land mass, population and topography of Spanish settlements
				Specific type of work carried on in Spanish settlements
				Relationship of colonies to the Mother Country of Spain
				How Spain profited from her colonies

Unit V Birth of a Nation (continued)

Section C. Paper

E	G	F	NA	
				England vs. France and Spain

Section D. Colonization & Allies

E	G	F	NA	
				Compare and contrast colonization with Allies
				Benefits of having Allies
				Drawbacks of having Allies
				Benefits of colonization
				Drawbacks of colonization

Section E. Map

E	G	F	NA	
				American expansion
				How and why U.S. gained territories

Section F. Map

E	G	F	NA	
				Migration of Europeans to New World

Unit VI Freedom Is Won

Section A. Revolutionary War

E	G	F	NA	
				Events which led up to the Revolutionary War
				Feelings of colonists towards England
				English attitudes towards colonists

Section B. Declaration of Independence

E	G	F	NA	
				The causes leading to the Declaration of Independence
				Effects of Declaration of Independence

Section C. Components of the Declaration of Independence

E	G	F	NA	
				Purpose and meaning of Preamble
				Purpose and meaning of a New Theory of Government

Unit VI Freedom Is Won (continued)

Section D. Constitution

E	G	F	NA	
				Causes of the Constitution
				Two types of Constitution
				Benefits and drawbacks of each type
				What type of people and governments would favor each type of Constitution

Section E. Constitution

E	G	F	NA	
				Effects of the Constitution
				How does the Constitution help to preserve Democracy
				How does the Constitution shape American ideals and political thought
				Four fundamental principles of the U.S. Constitution
				Benefits of U.S. Constitution
				The U.S. Constitution provides what for its citizens

Unit VII Rise of Democracy

Section A. Colonial Governments

E	G	F	NA	
				Three types of Colonial Governments
				Powers of each Colonial Government
				Benefits of each Colonial Government
				Drawbacks of each Colonial Government

Section B. Moving to a Democratic Life

E	G	F	NA	
				Religious tolerance in colonies
				Education from 1620's to 1972
				The Free Press (Peter Zenger)
				State Constitutions
				Bill of Right
				Spearation of Powers
				Mayflower Compact
				Abolition of Slavery
				Voting Restrictions
				Articles of Confederation
				Governments in U.S. Territories
				Types of Governments
				Virginia Plan of Representation
				N.J. Plan of Representation
				The Great Compromise

(Continued)

Unit VII Rise of Democracy

Section B. Moving to a Democratic Life (continued)

E	G	F	NA	
				Tenth Amendment
				Four fundamental principles of the U.S. Constitution
				Creation of a Presidental Cabinet
				Amendment Procedure
				Opinion of Democracy at its conception

Section C. Democracy & Other Forms of Government

E	G	F	NA	
				Republic
				Fascism
				Nazism
				Communism
				Socialism
				Totalitarian
				Parlimentarian

Unit VIII Democracy Falters

Section A. The Coming of War

E	G	F	NA	
				Events which led up to the Civil War
				Define Democratic Process
				Slavery contributing to the Civil War
				Theories on slavery
				U.S. Theories and other countries of the past and present
				Legislature as a contributing factor to the Civil War
				Specific Acts
				Conflicts of territories
				Struggles for representation
				How may a Civil War be avoided

Section B. The Aftermath

E	G	F	NA	
				Effects of Civil War upon American Politics and Government
				Effects of Civil War upon America's Society
				Effects of Civil War American Economy

Unit VIII Democracy Falters (continued)

Section C. North and South

E	G	F	NA	
				Paper comparing and contrasting North and South
				Conscription
				Finance
				Industry
				Agriculture
				Transportation

Section D. Reconstruction

E	G	F	NA	
				Paper on viewpoints of Reconstruction of South

Unit IX Local, State & Federal Governments

Section A. Federal Government

E	G	F	NA	
				Causes of Federal Government
				Effects of Federal Government
				Separation of Powers
				Purpose
				Checks & Balances
				Impeachment
				Advantages of Federal Constitution
				Disadvantages of Federal Constitution (Possible)
				Income of Federal Government
				Expenditures of Federal Government
				Qualifications to serve in Federal Posts

Section B. State Government

E	G	F	NA	
				Role of State Government
				Effect of State Government
				Development and importance of state constitutions
				How may a state constitution effect a student
				How may a state constitution effect economy
				How may Legislature differ from state to state
				Income of state government
				Expenditures of state government
				Election of state officials

Unit IX Local, State & Federal Governments (continued)

Section C. Local Governments

E	G	F	NA	
				Role of local governments
				Causes of local governments
				Effects of local governments
				Make up of local governments
				Income of local governments
				Expenditures of local governments
				Elections of local officials

Section D. Differences in Governments

E	G	F	NA	
				Tenth amendment
				Bicameral house
				Unicameral house
				Open primary
				Closed primary

Section E. Banks

E	G	F	NA	
				Paper on Banking System of U.S.
				Rise, failures, and improvements

Unit X American Political Parties

Section A. 1792

E	G	F	NA	
				Party differences in the 1790's
				Founders of each party
				Party affiliation
				Importance of the electiron of 1792
				Outcome of the election of 1792

Section B. 1796

E	G	F	NA	
				Major events of the election of 1796
				Define and discuss the role of electors
				Outcome of the election of 1796

Section C. 1800

E	G	F	NA	
				Major events of the election of 1800
				Outcome of the election of 1800

Section D. 1804

E	G	F	NA	
				Major events of election of 1804
				Outcome of election of 1804

Unit X American Political Parties (continued)

Section E. 1812 & 1964

E	G	F	NA	
				Political policies of candidates in election of 1812
				Political policies of candidates in election of 1964
				Feelings of voters in election of 1812
				Feelings of voters in election of 1964
				Outcome of election of 1812
				Outcome of election of 1964

Section F. 1824

E	G	F	NA	
				Major events of the election of 1824
				Importance of these events
				Outcome of the election of 1824

Section G. 1828-1832

E	G	F	NA	
				Major events of the election of 1828 & 1832
				Importance of these elections
				Effects of these events on American politics
				Causes of these events

Unit X American Political Parties (continued)

Section H. 1844 to 1860

E	G	F	NA	
				Major political views and conflicts of the following elections
				1844
				1848
				1852
				1856
				1860
				Results of each election
				These elections are leading up to what and why

Section I. 1865

E	G	F	NA	
				Problems of President Johnson when he suceeded Lincoln

Section J. Political Terms

E	G	F	NA	
				Secret Ballot (Australian Ballot)
				Primary
				Electoral College
				National convention
				Electoral vote vs. popular vote
				Presidential term
				Lobbies

(continued)

Unit X American Political Parties (continued)

Section J. Political Terms (continued)

E	G	F	NA	
				Rider
				Majority leader
				Minority
				Favorite son
				Third party
				Referendum
				Direct primary
				Open primary
				Closed primary

Section K. Process of Elections

E	G	F	NA	
				One candidate received a majority of popular votes but neither candidate receives a majority of electoral votes
				One candidate receives a majority of popular votes and the other candidate receives a majority of electoral votes
				Third party election - one receives a majority of popular votes and no one receives a majority of electoral votes

Unit X American Political Parties (continued)

Section L. Third Party

E	G	F	NA	
				Causes and effects of a third party in American politics

Section M. Foreign Political Systems

E	G	F	NA	
				Paper on comparing and contrasting American election system with (2 or 3)
				England
				France
				Russia
				Canada
				West Germany

Unit XI Industrial Revolution

Section A. Causes

E	G	F	NA	
				Relationship of national pride upon industry
				Relationship of industry to American strength
				Rise and need of factories
				Influences of mass production upon factories
				Importance of factory system
				Causes of capitalism
				Effects of capitalism
				Capitalism vs. other forms of industrial ownerships
				Causes and effects of each type
				Benefits and drawbacks of each type
				Henry Ford stimulates industrial growth

Section B. Effects

E	G	F	NA	
				Inventions effect the classes of a society
				Process involved in U.S. changing from an agrarian society to an industrial society
				Criteria necessary for a nation to become highly industrialized
				Industry effects migration

Unit XI Industrial Revolution (continued)

Section C. Industry vs. Government

E	G	F	NA	
				Conflicts and strength between farmers and industry
				Organization of farmers and pressure on government
				Organization of industry and pressure on government
				Industry growth effects the wage earner
				Struggle between unskilled and skilled workers

Section D. Industry - Education

E	G	F	NA	
				Industrial growth effects nonskilled workers
				Role of education with relationship to nonskilled workers
				Relationship of education, knowledge & innovations

Section E. Apprenticeship

E	G	F	NA	
				Apprenticeships in colonial days
				Apprenticeships indentures
				Apprenticeship laws
				Decline of apprenticeship
				Rise of vocational training
				Government involvement
		2		Effect upon industry
				Vocational training of today (Vocational Act 1968)

Unit XI Industrial Revolution (continued)

Section F. Industrial Terms

E	G	F	NA	
				Strikebreakers
				Blacklist
				Division of Labor
				Mass production
				Assembly line
				Factory system
				Producing cooperative
				Company unions
				Unskilled workers
				Skilled workers
				Open shop
				Closed shop
				Lockout
				General strike
				Injunction
				Sit-down-strike
				Wild cat strike
				Arbitration
				Business cycle
				Soil bank

Unit XI Industrial Revolution (continued)

Section G. Effects upon Industry

E	G	F	NA	
				Railroads effect industry
				Immigrants effect industry
				Cars and trucks effect industry
				Machine Age
				Westward movement effects industry
				Industry effects westward movement

Section H. Unions

E	G	F	NA	
				Importance of the Knights of Labor
				Make up of organization, benefits and drawbacks
				Importance of the National Labor Union
				Make up of organization, benefits and drawbacks
				Importance of the National Colored Union
				Make up of organization, benefits and drawbacks
				Importance of the United Mine Workers
				Make up of organization, benefits and drawbacks
				Importance of the American Federation of Labor
				Make up of organization, benefits and drawbacks
				Importance of the Committee for Industrial Organization
				Make up of organization, benefits and drawbacks
				Merger of A.F. of L. and CIO

Unit XII The Depression

Section A. Paper

E	G	F	NA	
				Events which led up to the depression
				Effects of the depression
				Government policies to alleviate the economic slump
				Great Depression compared to other U.S. economic slumps
				Present day legislation
				Presidential plans and acts that would alleviate unemployment
				Congressional laws and bills that would alleviate unemployment
				Principle of supply and demand
				Government spending policies
				How they effect business activity and unemployment
				Relationship of stock market crash to the depression
				Define recession and inflation
				Devaluation of currency
				Financing New Deal Legislation

Unit XIII America - A World Power

Section A. Colonialism

E	G	F	NA	
				Events which led up to American Colonialism
				Reasons for Imperialism
				Cuban revolution
				Hawaiian revolution
				Somoan Islands
				U.S. influence in Far East
				Open Door Policy
				Boxer Rebellion
				U.S. influence in Caribbean
				Six examples
				"Dollar Diplomacy"
				Monroe Doctrine
				Insular Cases

Section B. WW I Event

E	G	F	NA	
				Reasons for U.S. involvement
				Reasons for European involvement
				Discuss 6 countries of Europe
				Effect of U.S. involvement upon her
				U.S. Army
				U.S. Finance
				U.S. Industry
				U.S. Resources
				U.S. Labor
				U.S. Agriculture
				U.S. Public Opinion
				U.S. Dissent

Section C. WW I Outcome

E	G	F	NA	
				Armistice terms
				Wilson's program
				Importance of Treaty of Versailles
				Benefits of League of Nations
				Drawbacks of League of Nations

Unit XIV American Dominance

Section A. U.S. Relationships

E	G	F	NA	
				Development of U.S. Relationships
				U.S. Territories
				Good Neighbor Policy
				Trade
				Russia

Section B. Isolationism

E	G	F	NA	
				Benefits of isolationism
				Drawbacks of isolationism
				Reasons why Americans want isolationism
				Reasons why Americans felt isolation would work
				Reasons why isolation would not work
				Neutrality Acts of Congress
				Political changes in 1920's and 1930's
				Italy
				Japan
				Germany

Unit XIV American Dominance (continued)

Section C. WW II

E	G	F	NA	
				List and discuss events which led up to WW II

E	G	F	NA	
				U.S. Problems
				Demobilization
				Veterans
				Industry
				Inflation
				Housing
				Labor
				Russian dominance and influence in Europe after WW II

Unit XV Democracy in Conflict

Section A. Russia

E	G	F	NA	
				Importance of Friedrich Engels
				Karl Marx
				Nickolai Lenin
				Leon Trotsky
				Joseph Stalin
				Nikita Khrushchev
				Leonid Brezhnev
				N.W. Podgorny
				A.N. Kosygin
				Proletarian
				Bourgeois
				Bolshevik Revolution
				Beliefs of communism
				Karl Marx's Theory on Capitalism
				Communism dominates Russia
				Communism is more apt to take root in what type of country and why (Agrarian or Industrial)
				Berlin Crisis
				Role of U.S.
				Role of Russia
				Effects of Berlin Crisis
				Cuban Crisis
				Role of U.S

(continued)

Unit XV Democracy in Conflict (continued)

Section A. Russia (continued)

E	G	F	NA	
				Role of Russia
				Effects of Cuban Crisis
				Yalta Conference
				Importance of
				Pros & Cons

Section B. China, Asia

E	G	F	NA	
				Importance of Chiang Kai-Shek
				Mao Tse-tung
				WW II helps communism gain control of China - Why?
				Chinese Nationalists
				Chinese Communists
				Role of U.S.
				Role of Russia
				Korean War
				Role of countries involved
				Causes
				Outcome
				Vietnam War
				Role of countries involved
				Causes

(continued)

Section B. China, Asia (continued)

E	G	F	NA	
				Possible outcome
				Effect upon American politics and public opinion
				Compare and contrast Korean War with Vietnam

Section C. China & Russia

E	G	F	NA	
				Causes of split between China & Russia
				Possible outcome of this break in relationship

Section D. Israel

E	G	F	NA	
				Forming of the state; U.S. & Russian involvement
				Reasons for going to war with Arab countries

Unit XVI Social Organization

Section A. Needs of Man

E	G	F	NA	
				Define innate needs of man
				List innate needs of man
				Importance of these needs

Section B. Other Needs of Man

E	G	F	NA	
				Define acquired needs of man
				List acquired needs of man
				Importance of these needs
				Compare and contrast innate and acquired needs of man

Section C. Environment

E	G	F	NA	
				Define "Natural Environment"
				Define "Artifical Environment"
				Compare and contrast the above two environments
				Prove that man has practically conquered nature

Section D. Culture

E	G	F	NA	
				Define "Social Heritage"
				Define "Material Nature"
				Compare and contrast the above two items

Section E. Customs

E	G	F	NA	
				Define customs
				Three classifications of customs
				Define and give an example of each classification
				Define "Absolute Morality"
				Define "Relativity of Morality"
				Define and discuss moral, immoral, amoral

Section F. Growth of Culture

E	G	F	NA	
				Describe the ways a culture may grow (Sources of its traits)
				Describe "the price of insistence on a 'Pure' culture is a static culture"
				Factors that influence the rate at which cultures change
				Define "cultural lag"
				Describe how societies may change governing units
				Discuss 1 or 2 other societies in other countries
				Describe the "Role of Culture in Group Life"

Unit XVI Special Organizations

Section G. The Family

E	G	F	NA	
				Discuss the family as an institution
				Discuss the family as a social group
				Three kinds of families
				Marriage restrictions
				How has family units changed
				Compare the American family with a family of another country
				Functions of the family

Section H. Generations vs. Generations

E	G	F	NA	
				Generation Gap
				Give reasons for your findings and beliefs
				Take view of an adult on a subject
				Demands of society upon youth
				Causes of these demands
				Outcome of these demands
				Define communal society
				Causes of communal societies
				Effects of communal societies

Section I. Custom Classifications

E	G	F	NA	
				Cloths (any type)
				Pants
				Family
				Skirt
				Murder
				Nude
				Democracy
				Communism
				Suit
				Fascism
				Give reasons for answers

Section J. Needs of Man

E	G	F	NA	
				Food
				Security
				Air
				Clothing
				Power
				Wealth
				Give reasons for your answers

Unit XVII Racialism and City Problems

Section A Racial Societies

E	G	F	NA	
				Characteristics of a racial society
				Causes of a racial society
				Effects of a racial society
				Theories on enslavement
				Discuss the racialism in the following countries
				Germany
				Japan
				China
				Nigeria
				Australia
				Define Tokenism
				Use of Tokenism
				Discuss racialism in U.S.

Unit XVII Racialism and City Problems (continued)

Section B. Inner City

E	G	F	NA	
				Industry effects the life of a city
				Migration pattern of industries and why
				Compare and contrast unemployment of white to blacks
				Job advancements and job opportunities
				Four attractions of cities
				Five detractions of cities
				Describe "economic vitality is the key to a successful city"
				Describe "a behavioral sink"
				Rousseau's meaning of "sink"
				Compare and contrast inner city schools with schools in the suburbs
				Migration pattern of U.S. Negroes
				Causes and effects of the migration
				Crime rate of inner city
				Crime rate of blacks and whites and why
				Transportation problems of cities

Section C. Riots

E	G	F	NA	
				List four cities that had riots in the 1960's
				Events which led up to riots
				Outcome of riots
				Compare and contrast the North and South in 1960's with respects to riots
				Alleviation of city problems
				Compare and contrast cities before and after the riots

Section D. Ghettos

E	G	F	NA	
				Define Ghettos
				Social problems of ghettos
				Economic problems of ghettos
				Political problems of ghettos
				Cures for ghettos

Unit XVIII Pollution and Conservation

Section A. Paper

E	G	F	NA	
				Air
				Water
				Soil
				Natural resources
				Wild life
				Man's contribution to destruction of environment
				Role man must take to combat the destruction of his environment
				Possibility of man destroying the human race